

Illinois State University

## ISU ReD: Research and eData

---

### Founding Celebration

---

2001

## 2001 Founder's Day Video Series Scripts

Jerry Abner

*Illinois State University*

Follow this and additional works at: <https://ir.library.illinoisstate.edu/founding>

---

### Recommended Citation

Abner, Jerry, "2001 Founder's Day Video Series Scripts" (2001). *Founding Celebration*. 88.  
<https://ir.library.illinoisstate.edu/founding/88>

This Book is brought to you for free and open access by ISU ReD: Research and eData. It has been accepted for inclusion in Founding Celebration by an authorized administrator of ISU ReD: Research and eData. For more information, please contact [ISUReD@ilstu.edu](mailto:ISUReD@ilstu.edu).

## THE FOUNDING 2001

"The Turn of the Century"  
1890-1900

Second Draft: September 5, 2000

Executive Producer: David Mathis and Jerry Abner  
University Communications

Writer: Jerry Abner  
University Communications

So,  
This will likely be  
revised a couple  
more times but its  
very close to what  
we want

Abner

FADE IN:

1      GRAPHIC:      THE TURN OF THE CENTURY  
                             1890-1900

DISSOLVE TO:

2      VIDEO:      JOHN COOK

NARRATOR (V.O.)

On July 1, 1890, John Williston Cook became the fourth president of Illinois State Normal University.

DISSOLVE TO:

3      VIDEO:      OLD MAIN VIEWED FROM AFAR

NARRATOR (V.O.)

As a young farm boy growing up in the area, Cook was fascinated by the red brick building with its silver dome rising above the corn fields. It was his hope to someday attend the great university.

DISSOLVE TO:

4      VIDEO:      (a) COOK AS STUDENT 1862-65  
                             (b) COOK AS TEACHER 1867-90  
                             (c) COOK AS PRESIDENT 1890-1900

NARRATOR (V.O.)

(a) Cook's hopes were fulfilled, for he became long associated with the school as a student (b) teacher (c), and administrator.

DISSOLVE TO:

5 VIDEO: COOK WITH HEWITT

NARRATOR (V.O.)

By 1890, Cook was ready and eager to accept the leadership of the Normal University, passed on to him by his friend and mentor Edward Hewitt.

FADE OUT:

FADE IN:

6 GRAPHIC: THE UNIVERSITY GROWS

DISSOLVE TO:

7 VIDEO: JOHN COOK AS PRESIDENT

NARRATOR (V.O.)

John Cook saw himself as the executor of a sacred trust and the traditions of nearly 30 years standing. He wanted numerous changes, but he was loathe to jeopardize his administration, and instead turned solely to the matter of a new training school to relieve the over-crowding of the Old Main.

DISSOLVE TO:

8 VIDEO: BOARD OR COOK'S REPORT OR BOTH

NARRATOR (V.O.)

In his first report to the board President Cook stated his case for a new training school,

COOK VOICE NARRATOR (V.O.)

“ A normal school without a suitable training school is like an industrial school without proper shops for practical

work. The supervising force is strong, but all departments are hampered by lack of room. It is impossible, under such circumstances, to give adequate training to the pupil teachers in those most difficult arts of discipline and management.”

DISSOLVE TO:

9 VIDEO: BOARD

NARRATOR (V.O.)

The President pleaded his case well and the board instructed a committee to prepare plans for a new ten room building, two stories in height, and corresponding in architecture with the present building.

DISSOLVE TO:

10 VIDEO: GENERAL ASSEMBLY

NARRATOR (V.O.)

The General Assembly acted in support of the board’s plan by appropriating funds for the new training school building. President Cook was pleased with the result, remarking,

DISSOLVE TO:

11 VIDEO: PRESIDENT COOK AND/OR OLD MAIN BASEMENT

COOK VOICE NARRATOR

“The action of the Legislature is most encouraging. In a few months we shall bid adieu the basement dungeons that a pressing necessity has forced us to use. The halls will no longer serve the double purpose of corridor and recitation room. Four classes in a room simultaneously

will pass into the traditions. Let us be duly thankful.”

DISSOLVE TO:

- 12 VIDEO: (a) OLD MAIN  
(b) INSIDE OLD MAIN SHOWING ELECTRIC LIGHTS

NARRATOR (V.O.)

(a) Also in 1891, the sale of land subscribed by Jesse Fell back in 1857 provided money for repairs to the Old Main building. (b) Of all the improvements the most highly acclaimed was the installation of 106 electric lights. No longer would the students have to worry over the filling of lamps, trimming the wicks, and polishing chimneys.

DISSOLVE TO:

- 13 VIDEO: (a) OLD MAIN HALLWAYS SHOWING CUSPIDORS  
(b) OLD CAMPUS WITH NO TREES

NARRATOR (V.O.)

(a) Without Legislative or Board ruling, President Cook quietly disposed of the cuspidors that had annoyed him for thirty years as they lined the corridors and served as stumbling blocks for absent-minded professors. (b) He also looked forward to improving the campus with new shrubs, trees, and a better fence. All too long the campus had been described as the state cow pasture.

DISSOLVE TO:

- 14 VIDEO: PRESIDENT COOK

NARRATOR (V.O.)

Cook also shared the dream of his

predecessors for a school gymnasium. He believed that a gymnasium would aid health and the graces of the body. A gymnasium and was included in the budget for 1895.

DISSOLVE TO:

15 VIDEO: GOVERNOR ALTGELD

NARRATOR (V.O.)

Again the General Assembly was supportive appropriating \$40,000 for a fireproof gymnasium. However, construction was delayed when Governor Altgeld disapproved the initial plans. He favored the turreted castles of his home Rhineland, and insisted the design reflect his wishes.

DISSOLVE TO:

16 VIDEO: (a) COOK HALL  
(b) INSIDE GYMNASIUM  
(c) FOCUS ON THREE-STORY WING

NARRATOR (V.O.)

(a) Increased costs and the change of plans delayed the completion of the new gymnasium until the fall of 1898. To those who liked the cold gray stone of a medieval castle the building was a joy to behold.

(b) The gymnasium proper was 40 by 90 feet with a 22 foot high ceiling and a gallery for spectators.

(c) Adjoining was a three-story wing, the lower floor for dressing and storage, the second floor for the library and the third floor given over to the biological and physical sciences.

DISSOLVE TO:

17 VIDEO: JOHN COOK AS PRESIDENT

NARRATOR (V.O.)

President Cook's frankness, honesty, sense of fair play, and straightforwardness enabled him to deal successfully with the General Assembly. However, Cook was quick to credit his predecessors for much of the success, especially the years and years of efforts to secure the new buildings.

FADE OUT:

FADE IN:

18 GRAPHIC: UNIVERSITY HIGH SCHOOL ABOLISHED

DISSOLVE TO:

19 VIDEO: PRACTICE SCHOOL AND/OR HIGH SCHOOL STUDENTS

NARRATOR (V.O.)

The university high school had been established back in 1862 and had a stellar record of placing its graduates at prestigious universities. Yet its relationship with the University was more taxing than supportive. When President Cook presented his budget to Governor Altgeld in 1895, the governor directed the removal of support for the high school.

DISSOLVE TO:

20 VIDEO: PANTAGRAPH ARTICLE

NARRATOR (V.O.)

The students pondered the matter and determined to let the public know how they felt. The Pantagraph reported that at



midnight on the day before the 1895 commencement the quiet town was thrown into a fever of excitement unparalleled in history.

DISSOLVE TO:

21 VIDEO: HOUSES AT EDGE OF TOWN AT NIGHT

NARRATOR (V.O.)

Students dressed in black shrouds and masks and bearing torches proceeded from the south side of town to the sound of muffled drums broken now and then by the shrill blast of a bugle. Four silent figures carried a coffin and four others bore a straw-stuffed image of Governor Altgeld astride a rail. Curious faces peered from behind curtains and some of the more venturesome dressed and headed for the campus, where they knew some mischief was afoot.

DISSOLVE TO:

22 VIDEO: (a) OLD MAIN  
(b) TREE LIMB

NARRATOR (V.O.)

(a) At the south entrance of Old Main the group circled, dug a grave, and deposited the coffin. A masked orator stepped forward and delivered a eulogy on University High School. He assailed Governor Altgeld as the assassin. (b) Cries rang out, "hang him," "burn him," and the dummy was soon burning in a nearby tree. As the flames revealed a gathering crowd of townspeople, the masked figures dispersed in the darkness.

DISSOLVE TO:

FADE OUT:

FADE IN:

23      GRAPHIC:      ATHLETICS COME TO CAMPUS

DISSOLVE TO:

24      VIDEO:      PRESIDENT COOK IN CASUAL SITUATION

NARRATOR (V.O.)

President Cook was a strong and vigorous man who enjoyed outdoor games. He was glad when the Vidette began devoting a special half column each month to the subject of athletics.

DISSOLVE TO:

25      VIDEO:      STUDENTS PLAYING TENNIS

NARRATOR (V.O.)

Lawn tennis had become very popular and wherever students could find a level spot they preempted it, cleared it, and strung up a net. Even the young women seemed to prefer the new game to the less strenuous croquet.

DISSOLVE TO:

26      VIDEO:      STUDENTS PLAYING BASEBALL AND/OR  
EARLY BASEBALL TEAM (INDEX?)

NARRATOR (V.O.)

Baseball had long been popular on campus and a special event at the closing of the school year was a baseball game with the faculty. Early issues of the Index noted that Normal's White Stockings played baseball with Wesleyan, Eureka College, Lincoln University, and Minonk.

DISSOLVE TO:

27 VIDEO: STUDENTS PLAYING FOOTBALL AND/OR  
SPECTATORS

NARRATOR (V.O.)

Football came to campus in the early 1890s. In 1893 games were played with Wesleyan, Peoria, Eureka, and Gibson City. It was noted how rough and serious the game was, often to spectators as well as players.

DISSOLVE TO:

28 VIDEO: STUDENTS PLAYING BASKETBALL (GIRLS?)

NARRATOR (V.O.)

Basketball was introduced to the campus in 1895 and was quickly taken up by the women. In 1896 twenty teams were organized on campus with a championship going to the Red and White team, so-called from the ribbons they wore.

DISSOLVE TO:

29 VIDEO: ANNUAL PLAYDAY SITUATIONS

NARRATOR (V.O.)

The first annual field day was held in 1895. Events included foot races, pole vault, hammer throw, tennis, bicycle races, and the less spectacular potato sack races. Little time had been spent on training but the Index proudly boasted

INDEX VOICE (V.O.)

“Athletics now seem to have taken firm root and we hope

33 VIDEO: CHARLES BEACH AS STUDENT

NARRATOR (V.O.)

For several years an all-school oratorical contest had been a red-letter event. In 1896, a local businessman and alumnus gave the contests new life by offering an annual cash prize of \$100 and a gold medal to the winner.

DISSOLVE TO:

34 VIDEO: EARLY ORATORICAL CONTESTS

NARRATOR (V.O.)

That same year, the President of the Kansas State Normal School formed a league of normal school oratoricals. In the first inter-state contest, the gold medal winner from Illinois State Normal University took third place. It was to be the beginning of a great tradition for the Normal University.

FADE OUT:

FADE IN:

35 GRAPHIC: THE UNIVERSITY CELEBRATES FORTY YEARS

DISSOLVE TO:

36 VIDEO: 40TH ANNIVERSARY WITH FORMER PRESIDENTS

NARRATOR (V.O.)

In 1897 Illinois State Normal University celebrated its 40th anniversary. Present together for the last time were the three former Presidents: General Charles Hovey, Dr. Richard Edwards, and Dr. Edwin Hewitt. Hundreds of

in a few years to see Illinois State Normal University second to none in athletics and field sports.”

FADE OUT:

FADE IN:

30 GRAPHIC: THEATER AND ORATORY

DISSOLVE TO:

31 VIDEO: EARLY THEATER SITUATION

NARRATOR (V.O.)

Traveling stock companies had early visited Bloomington's theaters. Many students had never attended a real theater before coming to the Normal University. Inspired by the community theater, the Wroughtonian and Philadelphian societies joined together to established a dramatic club.

DISSOLVE TO:

32 VIDEO: SOCIETIES PLAYS (SHAKESPEARE)

NARRATOR (V.O.)

In the early 1890s, the societies presented Shakespeare's "Merchant of Venice," "As You Like It," and "Twelfth Night. It's a matter of conjecture whether Shakespeare's plays were selected because the students had come to know them through their classes, or because the societies desired to keep Normal in the vanguard of good taste, or simply because his plays no longer required royalty payments.

DISSOLVE TO:

alumni came for the two-day event.

DISSOLVE TO:

37 VIDEO: OLD MAIN PORCH TO YARD

NARRATOR (V.O.)

From the balcony atop the south porch of the Old Main, Cook and the three previous presidents looked out across the campus. Hovey, resting on President Cook's arm, noted the carefully laid out streets, jangling little streetcar, and the many trees where once there had been only a cornfield.

DISSOLVE TO:

38 VIDEO: COOK HALL

NARRATOR (V.O.)

Hewitt, still wearing the tall hat and gold watch chain that the students had given him so many years before, stood with Edwards and pointed to the new gymnasium. Edwards smiled and shook his head, for it had been 35 years since he had broached the subject with the legislature.

DISSOLVE TO:

39 VIDEO: IMPROVED CAMPUS LANDSCAPE OF THE TIME

NARRATOR (V.O.)

President Cook showed them the new well, the iron fence, the carriage gates, the tennis courts and the lily pond. It was a pleasing site. The old men smiled. John Cook had been a worthy successor.

FADE OUT:

FADE IN:

40      GRAPHIC:            PRESIDENT COOK MOVES ON

DISSOLVE TO:

41      VIDEO:              DEKALB BUILDING

NARRATOR (V.O.)

In the spring of 1899, a new normal school in DeKalb was ready to open, and John Cook was approached with an offer to be the first president. Cook hesitated. He had spent 39 years of his life in Normal as a student, teacher, and administrator. However, the opportunity was too inviting. He would go to DeKalb.

DISSOLVE TO:

42      VIDEO:              PRESIDENT COOK IN 1900

NARRATOR (V.O.)

The board moved that Cook be commended for his services, and that the school take cognizance of the immense intellectual and moral force which would be withdrawn from the Normal University upon his departure.

DISSOLVE TO:

43      VIDEO:              BOARD

NARRATOR (V.O.)

Later in the afternoon, the Committee on Teachers and Salaries presented the name of Arnold Tompkins, Professor of Pedagogy at the University of Illinois, as their choice for President. A vote was

taken and a hurried call made to Professor Tompkins--  
would he please come to Normal at once.

FADE OUT:

FADE IN:

44 GRAPHIC: TOMPKINS BECOMES THE UNIVERSITY'S  
FIFTH PRESIDENT

DISSOLVE TO:

45 VIDEO: (a) DIFFERENT TOMPKINS PICTURE  
(b) ALFRED BYLISS OR SOMEONE FROM TIME  
(c) JOHN COOK

NARRATOR (V.O.)

(a) Arnold Tompkins was an idealist and one of the early  
educators who could lay a distinct claim to having  
developed a real philosophy of education. The State  
Superintendent of Public Instruction said of him,

BAYLISS VOICE (V.O.)

(b) "In the power of vivid presentation of education  
doctrine and ideas Arnold Tompkins has few equals in the  
United States. He can make the commonest of us feel that  
the whole sky of truth bends over each recitation and the  
teacher need but climb Sinai to receive the divine law."

NARRATOR (V.O.)

(c) It is little wonder that John Cook called Tompkins "a  
poet, a prophet, and seer."

DISSOLVE TO:

46 VIDEO: CLASSROOM SHOTS



NARRATOR (V.O.)

Tompkins regarded the Presidency as involving his personal leadership. He noted that it was his function to direct the thought movement of the school as a whole, and to control the normal school process as a whole.

DISSOLVE TO:

47 VIDEO:

(a) DOCUMENT ON REORGANIZATION  
(b) TOMPKINS

NARRATOR (V.O.)

(a) By December, the Tompkins blueprint was ready. He believed the curriculum should be professionalized and flexible. To him every normal school teacher was a professor of pedagogy. There were no strictly academic teachers. He was sympathetic when the faculty found it difficult to go along with some of his more radical changes.

TOMPKINS VOICE (V.O.)

(b) "I could not expect them to understand suddenly that which I have spent years on. From the first it has been to me a most interesting study to watch the working in the minds of different members of the faculty. They were accustomed to think in terms of mathematics and mechanism and not in terms of spiritual organism. This is a matter of growth and their own personal development."

DISSOLVE TO:

48 VIDEO:

CLASSROOM SHOTS

NARRATOR (V.O.)

Attendance was now required only in classes and at General Exercises. The rigid spelling standards that had sorely vexed the students since the days of President Edwards were relaxed. A flexible course of study was drawn up to serve the varying needs of students. Tompkins also resolved to re-establish the high school.

DISSOLVE TO:

49 VIDEO: BOARD

NARRATOR (V.O.)

In ten months Arnold Tompkins wrought a revolution. He won over the conservative faculty, and just before the school year ended in June 1900 the board reluctantly approved his plan for reorganizing the faculty and curriculum and reducing tuition. It did not seem possible that so much could be done in so short a time.

DISSOLVE TO:

50 VIDEO: DAVID FELMLEY

NARRATOR (V.O.)

David Felmley asserted later that no year in the proceeding 30 years had seen so much change. There was radical changes in the organization, administration, and spirit of the school. Everywhere there was new freedom in school life, less pressure, and more spontaneity."

51 VIDEO: CHICAGO PAPERS AND PANTAGRAPH ARTICLE

NARRATOR (V.O.)

Less than a week after commencement, the community was agog with rumors. Chicago papers reported that the

Chicago Normal School had selected Arnold Tompkins for President. When interviewed by the Pantagraph, Tompkins said he would accept the offer. On June 30, 1900 President Tompkins sent identical letters to members of the board explaining his decision to leave the university.

DISSOLVE TO:

52 VIDEO: TOMPKINS

TOMPKINS VOICE NARRATOR (V.O.)

"You have a right to know my reasons. The Chicago school has so much more adequate equipment to carry out the plans I have projected here. Chicago has double the faculty for the same number of students, and a large practice school well organized. We have no kindergarten, Chicago has four. They have two teachers in music, we can have none. They pay when necessary \$3,000 salaries. They will soon have a new building. Briefly I would say that equipment and opportunity to carry out my plans is my reason for leaving."

DISSOLVE TO:

53 VIDEO: FACULTY

NARRATOR (V.O.)

The faculty and board knew of Tompkins frustration with the Normal University, and his feelings that stern battles would have to be fought with the legislature if the Normal University were to maintain an important place in the educational system of Illinois. His nature rebelled against the fight as he realized how heavy the odds and unequal the struggle.

DISSOLVE TO:

54 VIDEO:

BOARD

NARRATOR (V.O.)

It was a dismayed and disgruntled board that assembled in a special session on July 31, 1900. The members agreed that Tompkins' successor must be willing to realize the full compass of his ambitions at the Normal University, and give assurance that he had no intention of using the position as a stepping stone to one more lucrative and influential.

DISSOLVE TO:

55 VIDEO:

FELMLEY

NARRATOR (V.O.)

David Felmley had been privately interviewed and stayed in an adjoining room. He was well liked and respected by the faculty, students and townspeople. He had been thinking long and seriously about the future, his own and that of the school. He was ready to cast his lot with the Normal University.

DISSOLVE TO:

56 VIDEO:

FELMLEY

NARRATOR (V.O.)

The vote for David Felmley was unanimous. Introduced a few minutes later, he assured the board he had no ambitions beyond the presidency of Illinois State Normal University. It was a pledge solemnly made and solemnly kept. David Felmley would serve as president until his health would force his resignation some 29 years later.

FADE OUT:

FADE IN:

57      GRAPHIC:      PRODUCTION CREDITS